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ABSTRACT

The document presents an annotated bibliography of resources in the Educational Resources Information Center (ERIC) for teaching social studies skills to elementary and secondary students. It is one of four bibliographies in volume 1 of the TeachERIC Resource Series. The objective of this bibliography is to offer teachers resources which would be useful in helping students master various kinds of social studies skills. Skills include those which are a shared responsibility of the social studies, and those which are the sole or major responsibility of the social studies. These include locating, organizing, and evaluating information; acquiring information through reading, listening, and observing; communicating orally and in writing; applying problem-solving and critical-thinking skills to social issues; interpreting maps and globes; and understanding time and chronology. The document is organized into two major parts comprised of annotations of 35 journal articles and 35 other kinds of documents. Within each part the citations are arranged first by grade level groups (K-12, K-6, and 7-12) and then in chronological order by ERIC accession number. Complete availability information is given. (CK)

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SO 013 011

RESOURCES FOR TEACHING SOCIAL STUDIES SKILLS

TeachERIC Resource Series, no. 3

ERIC Clearinghouse for Social Studies/Social Science Education

Social Science Education Consortium, Inc.

Boulder, Colorado

1980

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PREFACE

This booklet is one of four separate resources in volume 1 of the TeachERIC Resource Series, a publication service for teachers instituted this year (1980) by the Social Science Education Consortium and the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ ChESS).

ERIC/ChESS is one of 16 information clearinghouses in a nationwide network, the Educational Resources Information Center (ERIC), funded by the National Institute of Education. Each ERIC clearinghouse, which is responsible for collecting and disseminating current educational materials in its specific subject area, is sponsored by a university or professional association.

As the host organization for ERIC/ChESS since 1971, the SSEC has ready access to more than 300,000 educational documents through ERIC's computerized information storage and retrieval system. Among these resources are curriculum guides, teaching units, descriptions of innovative programs, bibliographies, and research reports. Many of these documents are available only through ERIC. They can be examined on microfiche at hundreds of ERIC collections housed in libraries and resource centers all over the United States, or they can be ordered, in microform or paper copy, from a central distribution facility.

The purpose of ERIC is to collect useful resources--many of which would not otherwise be widely available--and make them accessible to educators in various roles and at all levels. Teachers can use ERIC to find the latest information on effective classroom techniques and materials. Administrators can use ERIC to identify new and significant educational developments. Researchers can use ERIC to keep up to date in their fields of interest. Even students can use ERIC--to obtain information needed to prepare term papers, theses, and dissertations.

One purpose of our new TeachERIC Resource Series is to help familiarize teachers with the ERIC system and what it can do for them. The four topic areas chosen for this initial volume reflect the requests for specific kinds of information received by this clearinghouse during the past year. As we learn about new concerns and needs, we will prepare additional resource bibliographies on those topic areas. We also stand ready to provide individualized resource lists in the form of printouts of custom computer searches of the ERIC data base. (For more information, write to ERIC/ ChESS at 855 Broadway, Boulder, Colorado 80302 or call 303/492-8434.)

We hope that this booklet will be a useful resource for teachers who are looking for information and materials in this specific subject area. Comments and suggestions for future topics are welcomed.

James E. Davis

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INTRODUCTION

One of the central purposes of social studies instruction is to help students develop and use skills effectively. The major skill areas which should be developed in social studies programs can be organized into two categories: those which are a shared responsibility of the social studies, and those which are the sole or major responsibility of the social studies. Shared skills include locating, organizing, and evaluating information; acquiring information through reading, listening, and observing; communicating orally and in writing; interpreting pictures, graphs, tables, and charts; and working with others. Major social studies skills are reading social studies materials, applying problem-solving and critical-thinking skills to social issues, interpreting maps and globes, and understanding time and chronology. The resources in this bibliography were selected from the ERIC data base as being potentially useful to teachers in helping students master various kinds of social studies skills. Other documents can be located by using the descriptors *skills* and *skill development* in conjunction with *social studies* or the various social sciences terms.

This TeachERIC resource bibliography is organized into two major parts: the first part cites journal articles; the second part lists other kinds of documents. Within each part, the citations are arranged, first, by grade-level groups (K-12, K-6, and 7-12); within each grade-level group, the resources are listed in roughly chronological order by their ERIC accession numbers, beginning with the highest numbers (those resources entered most recently into the ERIC system) and progressing to the lowest numbers. The availability of the resource in microfiche, paper copy, or both is indicated for each resource cited. Information about ordering or obtaining access to journal articles and other resources is provided in a brief introduction to each part.

JOURNAL ARTICLES

The articles described in this section have been entered into the ERIC system. Their annotations appear in the *Current Index to Journals in Education (CIJE)*, which is published monthly and available at libraries throughout the country.

If you want to read an article in its entirety, you may find the relevant back issue in the periodicals section of a nearby school, university, or public library. If a local library does not have the article, you may write for one or more reprints to University Microfilms International, P.O. Box 1764, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106. The following information is needed: title of periodical or journal, title of article, name(s) of author(s), date of issue, volume number, issue number, and page numbers. All orders must be accompanied by payment in full, plus postage. Write to UMI for current price information.

Elementary/Secondary (K-12)

EJ 200 417. "Are You Game for a Game?," by Regis Q. McKnight and Vern Harnapp. *Georgia Social Science Journal* 10, no. 2 (Spring 1979), pp. 58.

This article describes a game construction model which can be applied to an instructional or simulation game for elementary and junior-high social studies classes. Two games are described: *Pilgrim's Progress*, a simulation game for intermediate grades concerning the coming of the Piligrims to America, and *Destination*, an instructional game for grade 2 involving map reading and skills. Objectives, procedures, debugging, and debriefing suggestions are offered.

EJ 198 678. "Mapping for Discovery: A Reflective Thought Exercise," by H. Wells Singleton. *Social Education* 43, no. 3 (March 1979), pp. 220-221. Reprint available from UMI.

The article describes a "treasure hunt" exercise designed to encourage primary and intermediate students to think reflectively using problem-solving techniques. Using compasses and maps, students search for and find hidden objects. Objectives, materials needed, prior preparation, field activities, and follow-up activities such as group discussion and oral reports are presented.

EJ 197 113. "The History Mystery," by Charles Klasky. *Social Studies* 70, no. 1 (January/February 1979), pp. 41-43. Reprint available from UMI.

In the method for teaching history described here, students not only learn content but also develop skills in research, composition, sequential reasoning, reading for factual details, detecting logical inconsistencies, drawing conclusions, and problem solving. The activity involves students in researching and writing three biographical sketches of historical figures.

EJ 197 110. "Visual Literacy and the Social Studies," by William C. Elwell and Marta Hess. *Social Studies* 70, no. 1 (January/February 1979), pp. 27-31. Reprint available from UMI.

The authors of this article argue that children growing up in this technological age need to develop nonverbal communication skills as well as verbal skills. They review the importance of various types of visual communication and visual literature and suggest social studies projects that use cameras, films, television, and other media to stimulate visual communication.

EJ 197 109. "Decision-Making Exercises--Guidelines for the Classroom Teacher," by James V. Victory. *Social Studies* 70, no. 1 (January/February 1979), pp. 22-26. Reprint available from UMI.

The article offers some sound and practical suggestions for combining daily history or social studies lessons with opportunities for students to exercise decision-making skills in interesting and challenging activities. Three steps are outlined, with two examples and some teaching tips.

EJ 191 460. "Thinking Critically, Thinking Philosophically," by Jack Zevin. *Social Studies* 69, no. 6 (November/December 1978), pp. 265-272. Reprint available from UMI.

The author suggests ways to use philosophical and critical thinking to foster cognitive growth in students. He presents a sample lesson which integrates critical-thinking skills, philosophical thinking, and interpretation of social information.

EJ 191 419. "Career Education: For the Real World," by Martha Tyler John. *Social Science Record* 16, no. 1 (Fall 1978), pp. 9-14. Reprint available from UMI.

This article suggests career activities, research projects, and role-playing situations that encourage students to become interested in careers, locate information for making decisions, develop skills in job-related academic and psychomotor areas, clarify their attitudes about various careers, and explore models of occupations. The skills taught include acquiring and evaluating information, organizing data, and decision making.

EJ 178 581. "Mapping the Child's World," by Cynthia S. and Dennis W. Sunal. *Social Education* 42, no. 5 (May 1978), pp. 381-383. Reprint available from UMI.

The authors explain how teachers can initiate mapping experiences with young children by providing motor experiences both inside and outside the classroom. Several activity suggestions are offered relating to topological space concepts, transition to maps, and abstract mapping concepts. The suggested experiences move through work with three-dimensional models, three-dimensional nonthematic models, two-dimensional paper representations, line drawings, and home-made maps and globes.

ED 174 511. "The Ordeal of the Explorers: Moral/Legal Dilemmas," by Wayne Mahood. *Social Education* 42, no. 2 (February 1978), pp. 129-131. Reprint available from UMI.

The article presents a four-part lesson designed to introduce elementary and junior-high students to moral and legal dilemmas. The three dilemmas, although hypothetical, are based on real-life historical situations. Students are asked to examine their feelings and consider the consequences of acting in a particular way. Use of the decision-making process is emphasized.

ED 172 588. "Vocabulary Development in the Social Studies," by C. Glennon Rowell. *Social Education* 42, no. 1 (January 1978), pp. 10-14. Reprint available from UMI.

The author stresses the importance of vocabulary development in the social studies and identifies six strategies a teacher can use to improve students' reading skills: classification and association, cloze, wide reading, use of the dictionary, use of other resource books, and games or gamelike activities. Directions for eight learning activities using these strategies are offered.

EJ 168 640. "Maps Using Hachure and Contour Methods," by the Education Division of the National Archives. *Social Education* 41, no. 7 (November/December 1977), pp. 640-641. Reprint available from UMI.

Two 1822 maps of Salem Neck, Massachusetts using hachure and contour methods, are presented as primary source materials which K-12 teachers can duplicate and use to teach map skills. The activity emphasizes learning how to read maps and using maps as historical documents.

EJ 168 636. "Don't Stamp on Me: Postage Stamps as a Teaching Device," by David Curtis Skaggs and Larry Dean Mills. *Social Education* 41, no. 7 (November/December 1977), pp. 626-629. Reprint available from UMI.

Teachers at the elementary, secondary, or college level can use postage stamps to help students develop skills in language arts, data gathering, and critical analysis. Stamps depicting the era of the American Revolution are used to illustrate this teaching technique. Tips for classroom use of stamps are included.

EJ 168 635. "Landsat: A Tool for Your Classroom," by William D. Nixon and Richard E. McCormack. *Social Education* 41, no. 7 (November/December 1977), pp. 606-622. Reprint available from UMI.

The authors present color photographs taken by two Landsat satellites and discusses how they can be used in the study of water resources, pollution, agriculture, geology, and land use. Eight classroom activities for elementary and secondary social studies and geography teachers are suggested, some emphasizing map skills. A bibliography of teacher materials, including visuals, publications, and teaching guides, concludes the article.

Elementary (K-6)

EJ 210 216. "Introducing the Concept of Evaluation to Elementary Social Studies Pupils." *History and Social Science Teacher* 15, no. 1 (Fall 1979), pp. 48-49. Reprint available from UMI.

This article suggests how to introduce the concept of evaluation to elementary social studies students. It also presents checklists for evaluation of a group report and pupil self-evaluation which include questions related to organization, information, and presentation.

EJ 197 061. "Using the Newspaper in the Mainstreamed Classroom," by George P. Gregory. *Social Education* 43, no. 2 (February 1979), pp. 140-143. Reprint available from UMI.

The author reviews arguments for and against mainstreaming and presents strategies for using newspapers in elementary-school mainstreamed social studies classrooms. Four core areas are identified: social competencies, safety, prevocational skills, and community affairs. For each core area, relevant newspaper sections and related learning skills are identified and learning activities are suggested in order of difficulty.

EJ 186 343. "They've Got the Whole World in Their Hands," by Jon D. Dansby. *Teacher* 95, no. 9 (May/June 1978), pp. 64-68. Reprint available from UMI.

This is a description of a learn-by-doing mapmaking project for sixth-grade students which makes geography not only a memorable subject but one that students eagerly anticipate each year. Students

compete to construct maps, individually or in groups. The projects are evaluated by the students themselves, who judge for accuracy, diversity, difficulty, and sharing of effort. Materials are listed and procedures are explained.

EJ 182 629. "Putting the 'First R' in Social Studies," by Jack Cassidy. *Teacher* 95, no. 6 (February 1978), pp. 62-64. Reprint available from UMI.

Student success in social studies, the author believes, is solidly based on the ability to read in order to obtain information. This article describes a program, Project CARE (Content Area Reading Enrichment), which is designed to reinforce basic reading skills in any subject area. It offers representative elementary social studies activities keyed to reinforce specific objectives in five areas: vocabulary, map and graph reading, recognizing propaganda, previewing, and study skills. Each activity lists materials and teacher and student directions.

EJ 180 294. "*Capture*: A Game Using Map-Reading Skills," by Ian Wright. *History and Social Science Teacher* 13, no. 4 (Summer 1978), pp. 288-290.

The simulation described in this article was designed for students who already have some facility in map reading but would like to further develop their skills in a game situation. Based on the movements of army regiments, the game requires students to develop and practice the skills of using scale, grid location, symbols, and direction. The article lists materials, procedure, rules, and possible modifications.

EJ 180 263. "Social Studies for Students With Reading Difficulties," by Sandra Potter. *Social Studies* 69, no. 2 (March/April 1978), pp. 56-64.

This article presents a rationale for teaching reading in social studies and describes various types of guides which teachers can use to assist students with reading, thinking, and reviewing. The teaching methods described include rewriting material, using the textbook as a guide, reinforcing learning, and creating word-recognition exercises. The author states that, while the methods were not particularly creative, the students using them succeeded in not only reading but learning, and that they were proud of their accomplishments.

EJ 176 811. "Social Studies: The ABZ's of ZIP's," by Sharon Pray Muir. *Teacher* 95, no. 3 (November 1977), pp. 96-98. Reprint available from UMI.

Activities using the ZIP code designed for fifth- and sixth-grade students are described in this article. The objectives are to help students realize the complexities in the postal system, gain a broader understanding of the country's geography, and become aware of the importance of ZIP codes. Social studies, mathematics, and language-arts skills are developed.

EJ 164 967. "Effects of Real and Contrived Problem-Solving on Economic Learning," by Arthur K. Ellis and Allen D. Glenn. *Journal of Economic Education* 8, no. 2 (Spring 1977), pp. 108-114.

This research study examined three different approaches to the teaching of economic concepts and the development of problem-solving skills. A total of 78 fifth- and sixth-grade students were assigned to one of three experimental groups (real-life problem solving, contrived problem solving using simulation and gaming, and discussion/workbook) or a control group studying geography. The results showed that the problem-solving approach, whether real or contrived, appears to be a more-effective way to instruct students than the conventional method.

Secondary (7-12)

EJ 203 914. "Irrigation on Topographic Maps," by Karl B. Raitz. *Journal of Geography* 78, no. 3 (March 1979), pp. 82-93. Reprint available from UMI.

This article describes how the study of irrigation practices on topographic maps can help students in introductory courses understand the relationships of man and land to geography. Five types of irrigation (flood-water, subirrigation, field-flood, surface water, and large-scale) which are used in major western irrigation regions are examined. A brief section of teaching suggestions concludes the article.

EJ 203 895. "Student Reports: Process or Products," by A. Harold Skolrood. *History and Social Science Teacher* 14, no. 4 (Summer 1979), pp. 267-272. Reprint available from UMI.

With the assignment of written reports, social studies students should develop competence in specific skills and learn considerable content as they locate, organize, plan, and present information in a readable and logical fashion. The author recommends that the teacher play a major role in the entire report-writing process to ensure that the necessary skill development takes place. Several practical teaching approaches and basic premises are explored in this article.

EJ 198 677. "Using Creative Interviews to Personalize Decision Making in the American Revolution," by Clair W. Keller. *Social Education* 43, no. 3 (March 1979), pp. 217-220. Reprint available from UMI.

The exercise described in this article was designed to teach secondary students interviewing techniques, decision-making skills, and research methods while studying the American Revolution. Students write a dialogue of an interview they might have conducted with a person living at that time and substantiate answers to their questions

by citing sources. Class activities include role playing, discussion, and questioning, in an attempt to discover why each person decided to back England or the colonies. Objectives, procedures, and evaluation methods are provided.

EJ 198 672. "Teaching Content and Thinking Through Writing," by Henry A. Giroux. *Social Education* 43, no. 3 (March 1979), pp. 190-193. Reprint available from UMI.

This article outlines a procedure for teaching writing which helps students learn the content and thinking skills necessary for the reasoning and learning tasks required in the social studies. Three sample lessons in a secondary American history course involve students in discussion, reading, and problem solving as well as analysis, synthesis, and evaluation of information.

EJ 193 306. "Privacy and the Pursuit of Human Dignity: Some Strategies for the Classroom," by Warren Solomon and Keith Birkes. *Social Education* 43, no. 1 (January 1979), pp. 39, 54-55. Reprint available from UMI.

Three case studies are provided in this article, along with teaching strategies, which deal with personal privacy, constitutional principles, legal cases, and decison making. The strategies include role playing, class discussion, writing, art projects, debate, and a mock trial.

EJ 184 054. "Evaluation of Inquiry Skills," by Barry J. Fraser. *Social Studies* 69, no. 3 (May/June 1978), pp. 131-134. Reprint available from UMI.

This article describes a recently developed test battery which measures inquiry skills relevant to social studies teaching. The test is used to assess entry-level inquiry skills and to monitor student achievement progres. Field tested among Australian junior high school students, the test was shown to be reliable and valid. The skills measured include using dictionaries, encyclopedias, and library card indexes; using a book's index and table of contents; reading various scales; calculating averages, percentages, and proportions; interpreting charts and tables; and using graphic materials.

EJ 180 264. "Valuing Confrontations with the Future," by Joseph T. Kelly. *Social Studies* 69, no. 2 (March/April 1978), pp. 65-68.

The author suggests teaching methods and presents two sets of sample materials for use by high school and college social studies teachers as they help students develop valuing skills. Entitled "Valuing Confrontations with the Future" (VCF), the materials promote consideration of such controversial issues as electrical stimulation of the

human brain and a congressional ban on large pets as a result of food shortages. Each VCF is presented in the form of science fiction and follows the same format: introduction, confrontation, and discussion questions.

EJ 178 556. "Sequential Skill Development as a Curriculum Framework," by Keith Hubbard. *History and Social Science Teacher* 13, no. 3 (Spring 1978), pp. 199-202.

This article briefly examines a junior high school social studies correspondence course built in a sequential framework around ten skills: simple analysis, hypothesis development, recognition of bias, evaluating evidence, interpretation, evaluation of interpretation, synthesis of interpretation, speculation or inference, value awareness, and integrated awareness. These skills are introduced at a simple level and then repeated at a more-complex level in the remaining lessons. Four examples of the skill-development components taken from a number of lessons are provided.

EJ 178 553. "Decision-Making: Theory into Practice in the Social Studies," by John L. Newton. *History and Social Science Teacher* 13, no. 3 (Spring 1978), pp. 169-173.

The author discusses the importance of decision making in daily living and of teaching decision-making skills in the classroom, particularly in the social studies. A six-step strategy for teaching these skills is suggested. Two approaches are offered: a sequence of questions using a familiar or realistic problem situation in conjunction with role reversal, and a decision-making map encouraging students to interpret and clarify a complex real-life situation.

EJ 178 550. "Choosing a Site." *Intercom* 88 (March 1978), pp. 30-32. Reprint available from UMI.

The article describes a role-playing game for secondary students involving decisions about project location. Skills developed during the lesson are analysis, decision making, and oral and written communication. Conflicts of many sorts are built into the game. Students analyze the conflicts, research their role positions, decide on the most effective arguments, and try to persuade others to accept a settlement.

EJ 174 556. "Genealogy: An Approach to History," by A. Montgomery Johnston. *History Teacher* 11, no. 2 (February 1978), pp. 193-200. Reprint available from UMI.

The collection, analysis, and use of genealogical data in history and social studies classes can develop research skills, increase student interest, and improve self-actualization, the author points out. Instructions on drawing blood-line charts and family trees are presented, along with information on possible sources.

EJ 172 593. "Integrating Literature and 'Free Reading' into the Social Studies Program," by Ruth K.J. Cline and Bob L. Taylor. *Social Education* 42, no. 1 (January 1978), pp. 27-31. Reprint available from UMI.

The authors present a rationale for making reading a part of students' lives and suggest ways to use literature--primarily novels--in the social studies classroom. They suggest that attention be focused on vocabulary skills, critical and analytical reading, and varying levels of reading comprehension. References to books and articles that offer more-detailed suggestions are included.

EJ 172 591. "Relating Background to Comprehension Through Word Association and Value Examination: A Case Study in Geography," by Edward Fernald et al. *Social Education* 42, no. 1 (January 1978), pp. 21-23. Reprint available from UMI.

This article provides directions for carrying out a prereading exercise and an example of its application to the teaching of concepts in geography. The teacher-preparation and student activities suggested incorporate elements of word association, competition, and value sharing. A geography lesson focused on land-use planning demonstrates the use of the prereading activity.

EJ 172 590. "Improving Critical Reading Through Consumer Education," by William D. Rader. *Social Education* 42, no. 1 (January 1978), pp. 18-20. Reprint available from UMI.

The author of this article explores the relationship of advertising to reading, consumer education, and social studies and recommends development of learning objectives which reflect this relationship. He suggests several teaching activities designed to develop critical-thinking skills in analyzing six propaganda techniques, including "doublespeak."

OTHER RESOURCES

The resources described in this section are indexed in *Resources in Education* and included in ERIC microfiche collections. If you want to read a document in its entirety, check to see whether your local library or instructional media center subscribes to the ERIC microfiche collection. (For a list of libraries in your area that subscribe to the ERIC system, write to ERIC/ChESS, 855 Broadway, Boulder, Colo. 80302.)

If an ERIC collection is not accessible, or if you want a personal copy of the document in either microfiche (MF) or paper copy (PC), write to ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Va. All orders must be accompanied by payment in full, including prepaid postage. Prices (correct as of April 1, 1980) are cited for each ED document. Note that for some documents paper copies are either not available or must be ordered from the publisher or distributor instead of from EDRS.

Elementary/Secondary (K-12)

ED 177 037. *Handbook of Basic Citizenship Competencies*, by Richard C. Remy. Alexandria, Va.: Association for Supervision and Curriculum Development, 1980. EDRS price: MF $0.83, PC $7.82; plus postage.

Produced as part of a project designed to assist educators, parents, and community leaders as they develop and implement citizenship education programs, this handbook identifies and describes seven citizenship competencies. Chapter 1 introduces the handbook and considers various factors influencing citizenship education. Chapter 2 identifies seven basic citizenship competencies: acquiring and using information, assessing involvement, making decisions, making judgments, communicating, cooperating, and promoting interests. Chapter 3 describes these competencies and suggests activities to help individuals reinforce and evaluate competency attainment. Activities include sketching maps, interviewing city council members, and gathering public opinion data. Chapter 4 describes a conception of citizenship useful for educators which emphasizes that citizenship involves rights, responsibilities, and tasks associated with governing the various groups to which a person belongs. The final chapter provides criteria for evaluating citizenship-related learning experiences.

ED 173 251. *West Bloomfield Schools Social Studies Curriculum K-12*, by James E. Morse et al. West Bloomfield, Mich.: West Bloomfield Schools, 1976. EDRS price: MF $0.83, PC $19.82; plus postage.

This curriculum guide outlines behavioral objectives, learning activities, evaluation methods, and resources for helping K-12 classroom teachers develop and implement social studies programs. The major objectives are to extend knowledge, develop skills for making effective use of this knowledge, and facilitate the socialization process. The first section presents an overview of the social studies program; charts illustrating subjects and skills by grade level in the areas of problem solving, values clarification, thinking skills, gathering and sharing information, and interpreting data; and separate rationales for elementary, junior-high, and senior-high social studies curricula. The bulk of the document presents an outline of objectives, activities, teaching methods, and resources for a variety of topics at each grade level. Topics include the immediate environment, health and safety, economics, urban studies, and American history and government.

ED 167 468. *Architecture as a Primary Source for Social Studies* (How to Do It Series, Series 2, no. 5), by Daniel C. Leclerc. Washington, D.C.: National Council for the Social Studies, 1978. EDRS price: MF $0.83; plus postage. Paper copy available only from National Council for the Social Studies, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 ($1.00, quantity discounts).

Designed for elementary and secondary use in the social studies, this guide provides activities for learning the basic elements and history of architecture. Through this study, students develop critical observation skills and investigate buildings as manifestations of technological, cultural, political, religious, social, and personal values. The historical overview traces the progress of architecture from ancient times through the Renaissance, examines Western and non-Western contributions, and concludes with a study of architecture in the United States. Class activities help students understand such elements as form and shape, texture, functions, structure, context, and environment. Ten general learning activities are included. Social studies context is emphasized throughout.

ED 167 436. *Simulations in the Consumer Economics Classroom: Consumer Education Training Module*, by Grace Kachaturoff. Ypsilanti, Mich.: Consumer Education Center, Eastern Michigan University, 1978. EDRS price: MF $0.83, PC $4.82; plus postage.

This inservice manual provides guidelines for helping elementary, secondary, and adult-education teachers select, use, and design simulation experiences for consumer education. Four sample simulations provide students with opportunities to develop problem-solving, evaluation, and decision-making skills as consumers: designing an advertising campaign; buying products at an auction to learn the characteristics of supply, demand, and money; assuming the roles of manufacturing executives, food-company personnel, laborers, and consumers as they make decisions about an automated strawberry-picking machine; and presenting views on a new city ordinance to ban the sale of pipes in order to crack down on drug use. Forms for planning and evaluating decisions, a list of consumer economic simulations, and a bibliography of simulations are included.

ED 162 940. *The Social Sciences in the Schools: Purpose, Trends, Activities*, edited by C. Frederick Risinger and Anne Beversdorf. Bloomington, Ind.: Social Studies Development Center, 1978. (Presented as a paper at the annual meeting of the National Council for the Social Studies, Houston, November 22-25, 1978.) EDRS price: MF $0.83, PC $6.32; plus postage.

Twenty-six social studies educators participated in a conference at Indiana University in the summer of 1978 to ascertain the status and goals of social studies education through examination of recent social science research, exploration of curriculum programs, and development of social studies classroom activities. The report is intended for use by K-12 educators as they develop and implement social studies programs. It is presented in three sections which (1) define the purpose of precollege social studies and identify knowledge, skills and values, (2) describe and evaluate current trends in K-12 social studies, and (3) suggest classroom activities which involve students in role playing, constructing graphs, map and globe activities, class discussion, making decisions, defining terms, and analyzing photographs.

ED 155 069. *Your State in the World*, experimental ed. Bloomington, Ind.: Social Studies Development Center, 1976. EDRS price: MF $0.83; plus postage. Paper copy not available.

The goals of the 30 activities in this booklet are to help students become aware of and understand the increasing interdependence of nations in modern society. Three introductory sections explain how the pamphlet can be used by department chairpersons, state education department personnel, and social studies teachers. Each activity is self-contained and is accompanied by objectives, materials, and suggested teaching procedures. Students are involved in identifying imported household products, local ethnic restaurants, local business firms involved in foreign trade, and international links with local civic, religious, and service organizations. Most of the activities encourage development of student skills in thinking, research, map reading, language arts, and interpreting data.

ED 153 900. *Social Studies: A Guide for Curriculum Development*. Indianapolis: Indiana Department of Public Instruction, 1978. EDRS price: MF $0.83; plus postage. Paper copy available only from Indiana Department of Public Instruction, Division of Curriculum, 229 State House, Indianapolis, Ind. 46204 (free).

This social studies curriculum guide is designed for grades K-12. The guide's rationale is that knowledge must be combined with rational action in resolving social issues and in teaching problem-solving, location, values, study, and social participation skills. The elementary section identifies and defines major concepts, indicates where they appear in selected textbooks, lists skills which should be developed, provides a description of the child at each grade level, and offers

suggestions for evaluation. Topics include global awareness, decision making, basic needs, citizenship, self-esteem, and technology. Flow and concept charts describe the scope of the social science disciplines. The secondary section consists of units used as examples for teaching American history and government, anthropology, economics, geography, seventh-grade global studies, world civilizations, psychology, and sociology. Each unit contains an introduction, objectives, strategies, activities, and a list of additional resources.

ED 152 621. *Social Studies Program Guide, 9-12: The Senior High School.* Spokane: Spokane School District 81, 1977. EDRS price: MF $0.83; plus postage. Paper copy available only from Spokane Public Schools, W-825 Spokane Falls Blvd., Spokane, Wash. 99201 ($4.50).

This guide identifies the scope, sequence, goals, and resources for the social studies program of the Spokane Public Schools for grades 9-12 in addition to suggesting materials, activities, and resources related to social studies knowledge and skill development. Lessons based on social science disciplines are focused on self-concept/psychology, social studies skills, judgment criteria, economics, geography/environment, political science/government, sociology/anthropology, and history/culture/heritage. Current events and career education are incorporated when appropriate to the competency. Emphasis is placed on different areas at different levels. The major objective is to help students become effective citizens through emphasizing skill and competency achievement. The sections cover such topics as U.S. and Washington state history, American government, the history of 20th-century America, economics, and contemporary world affairs as well as various elective social studies topics. A description of the subject area and a chart of sequential skills are presented at the beginning of each section, followed by an outline of activities, resources, and objectives pertinent to each grade level. Components of the same program for grades 6-9, 3-6, and K-3 can be found in ED 152 618-620.

ED 152 603. *People, Parties and Politics: 35 Jumbo Activity Cards for Teaching Reading/Writing Skills in Social Studies.* Bloomfield Hills, Mich.: Sandra Schurr Publications, 1977. EDRS price: MF $0.83; plus postage. Paper copy available only from Sandra Schurr Publications, 2800 N. Woodward Ave., Bloomfield Hills, Mich. 48013 ($4.95; 10 sets for $4.50 each).

The document presents 35 supplementary activities on U.S. politics which are designed to be used by social studies teachers in elementary and junior high schools. Topics include voting, elections, presidential qualifications, presidential activities, congressional duties, political participation, term of office, political terminology, candidates and issues, party affiliation, and political heroes. Students are involved in a variety of activities, many of which stress reading and writing skills. No teacher's guide is included. (ED 152 602 presents 30 activities for economics stressing the same skills.)

ED 150 029. *Background Paper: Essential Learning Skills in the Education of Citizens*, by John J. Patrick and Richard C. Remy. Bloomington, Ind.: Agency for Instructional Television, 1977. EDRS price: MF $0.83, PC $3.32; plus postage. Also available from Agency for Instructional Television, Box A, Bloomington, Ind. 47401 ($0.50).

This pamphlet provides a framework for teaching decision-making skills at the elementary and secondary levels. The first section presents five criteria for selecting instructional objectives, subject matter, and teaching procedures in basic education. The criteria include emphasis on skills for daily living, relevance to students' personal experiences, continuity of curriculum throughout grade levels, and practical application of skills. The second section describes the Essential Learning Skills Television Project, which creates 60 brief television programs to help fifth- and sixth-graders develop skills in communication, math, study, and critical thinking. The third section suggests instructional procedures for developing other television programs and related printed materials.

ED 141 262. *Descriptors for Political Understanding: A Guide to Asking Questions About Learning Related to Political Literacy in Wisconsin Schools, K-12*. Madison: Wisconsin Department of Public Instruction, n.d. EDRS price: MF $0.83, PC $3.32; plus postage.

This teacher-oriented guide presents information and resources for increasing political literacy and developing citizenship skills in K-12 social studies students. The main objective of the guide is to further civic literacy through promoting increased knowledge and understanding of political structures and processes and skills needed for effective citizen participation. The various sections define basic political science concepts; identify the main components of citizenship education; list six goals of political understanding; suggest 25 themes as areas for study and concepts appropriate for study in grades K-3, 4-6, and 7-12; and present a list of ideas, resources, and addresses for classroom activities, community learning experiences, television programs, journals, books, state and national political associations, and information services.

ED 137 208. "Status and Effectiveness of Social Studies Skills Programs," by Jack Cousins. 1976. EDRS price: MF $0.83, PC $1.82; plus postage.

This paper presents a brief overview of selected literature about social studies skills and discusses the results of a preliminary survey of the status of skills programs in elementary and secondary schools. More than 15 yearbooks and methods texts are described. In an effort to identify existing skill-development programs, the author surveyed members of the Social Studies Supervisors Association. Analysis of 61 responses is presented as well as findings and recommendations, which include a need for schools to identify important skills, analyze existing curricula in terms of those skills, and offer repetitive experiences to reinforce skill development. A need is also seen for a guide to social studies skills which will be useful after students graduate.

Elementary (K-6)

ED 17[illegible] 735. *Skill Development in Elementary Social Studies: A New Perspective*, by Barbara J. Winston and Charlotte C. Anderson. Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1977. EDRS price: MF $0.83, PC $6.32; plus postage. Also available from Social Science Education Consortium, 855 Broadway, Boulder, Colo. 80302 ($5.95).

The handbook defines skills which are critical to elementary-level students in acquiring and processing information related to social studies and suggests strategies for elementary teachers. Three broad categories of skills are treated: information-acquisition skills, information-processing skills, and self-management skills. For each category, a definition is presented, followed by examples of skills and their utility, lesson objectives, and long-range objectives. Activities involve children in using maps and globes, grouping objects, describing concepts, discussing information gleaned from stories, writing statements about testing various hypotheses, generating hypotheses from information presented, and creating newspaper stories about suggested topics. A bibliography of resources related to skill development and social studies concludes the document.

ED 173 183. *K-6 Social Studies Skills for the Human Behavior and Urban Studies Program*, edited by Samuel L. Banks. Baltimore: Baltimore Public Schools, 1976. EDRS price: MF $0.83, PC $18.32; plus postage. Also available from Baltimore Public Schools, Three E. 25th St., Baltimore, Md. 21213 (no price quoted).

This guide was developed to aid elementary social studies students in dealing with life experiences through skill development. The major skills stressed are locating, organizing, and evaluating information; acquiring information through listening, observing, and reading; communicating orally and in writing; interpreting pictures, charts, graphs, and tables; working with others; reading social studies materials; applying problem-solving and critical-thinking skills; interpreting maps and globes; and utilizing time and chronology. Arranged according to grade level and to a hierarchy of skills, each section lists major and subskills to be developed, behavioral goals, and such sample activities as naming family members, dramatizing emotions, studying ethnic groups and national symbols, learning cardinal directions, studying maps, categorizing consumers and producers, studying urban neighborhoods, using library references, researching the names of city leaders, studying world food production, analyzing television, and examining discrimination, drug abuse, crime, citizen participation in government, and the democratic process.

ED 161 815. "Using Research Methods in Elementary and Middle School Social Studies Classes," by Alan J. Hoffman and Nancy Hoffman. (Paper presented at the annual conference of the National Council for the Social Studies, Houston, November 22-25, 1978.) EDRS price: MF $0.83, PC $1.82; plus postage.

A rationale and guidelines are presented here for using social science research methodologies to teach elementary social studies. The goal of using these methodologies is to help children develop independent and self-directed thinking and problem-solving skills. The authors describe four research approaches--historical, experimental, descriptive, and survey--and give examples of how each can be applied in the elementary classroom. Among the techniques are interpreting and reconstructing past events through oral history, dividing students into tutored and nontutored groups, interviewing, observing, and using an attitude or opinion questionnaire.

ED 153 902. *San Mateo City School District Social Studies Guidelines.* San Mateo, Calif.: San Mateo Elementary School District, 1978. EDRS price: MF $0.83, PC $7.82; plus postage.

These guidelines, designed as a framework around which K-8 classroom teachers can develop a social studies program, were developed to provide activities and materials which help students progress from simple to more-complex levels of learning and to help teachers better assess social studies knowledge and skills of incoming students. The subject matter and concepts of the materials and activities are focused on human behavior and social interaction. The objectives are to help students acquire and develop intellectual and work-study skills and understand and respect individual and cultural differences. The program is organized around six skill strands: basic knowledge, conceptual understanding, investigation, social interaction, valuing, and multicultural understanding. Numerous activities involve students in collecting data, organizing and presenting information, discussing issues, defining terms and concepts, working in groups, singing songs, reading and writing, collecting pictures, identifying cultural traits, and describing roles of persons important in United States history. Goals in each area of skill development are identified for each activity.

ED 152 654. *Social Understandings: Illustrative Models K-3; Social Studies Education and Social Studies Education: Illustrative Models 4-6.* Charleston, W. Va.: West Virginia Department of Education, Bureau of Learning Systems, n.d. EDRS price: MF $0.83, PC $9.32; plus postage.

Fifteen organizing themes are presented here for defining the scope of social studies learning and constructing a basic framework for curriculum development. The underlying philosophy is that certain major social understandings tie one or two concepts together, and that children should investigate and discover those understandings by using methods that embody such processes as observing, enumerating, and classifying. The first part of the guide briefly discusses social studies for the early childhood program, social science concepts and generalizations and application of these to instructional units, inquiry as a teaching strategy, and values clarification approaches. The second, major, portion of the guide presents 15 illustrative units on such key concepts as different life styles, periodization and chronology, culture,

socialization, values, global interdependence, and scarcity. Grade level, teacher preparation, and learning activities using social studies skills are outlined for each theme.

ED 148 716. "Developing Thinking Skills That Are Basic to Citizenship," by Terry Northrup and Buckley Barnes. (Paper presented at the annual meeting of the National Council for the Social Studies, Cincinnati, November 23-26, 1977.) EDRS price: MF $0.83, PC $1.82; plus postage.

Focusing on thinking skills which are basic to citizenship, this paper reviews definitions of citizenship from Plato the the present, discusses scholarly thinking about citizenship, lists general principles of skill development, and presents two brief sample lessons. Eight general principles of mental and physical skill development are identified, including skills developed through logical and organized activities, skills maintained through practice, and skills improved through practice and teacher feedback. The authors argue that the process for developing citizenship skills should include an introductory stage to motivate students, a development stage in which the teacher demonstrates the skill and allows students to practice the skill, a student and lesson evaluation phase, and a reteaching stage which encourages all students to achieve acceptable proficiency. Two sample lessons are presented: a sixth-grade consumer economics lesson and a first-grade lesson on families.

ED 134 496. *Toward Geographic Literacy: Objectives for Geographic Education in the Elementary School*, by Gary Manson and George Vuicich. Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1977. EDRS price: MF $0.83, PC $3.32; plus postage. Also available from Social Science Education Consortium, 855 Broadway, Boulder, Colo. 80302 ($1.95).

The role of geography in the elementary school curriculum is examined in this paper. The authors describe the characteristics of geographic instruction at different periods in U.S. history, present four categories of objectives for geographic education (those related to factual learning, skill learning, ideational learning, and more-complex intellectual processes), provide a checklist for evaluating geographic education programs in elementary schools, and offer an introductory bibliographic essay intended for use by social studies educators as they develop or reorganize geographic components of the elementary school curriculum. The essay lists sources of geography education materials for the elementary school and objectives and evaluation for geographic education.

ED 125 973. *Skill Development in the K-6 Social Studies Program* (Bulletin No. 5193, Social Studies Curriculum Study Committee). Madison: Wisconsin Department of Public Instruction, 1975. EDRS price: MF $0.83, PC $10.82; plus postage.

This comprehensive guide is focused on the development of skills, processes, and competencies for a K-6 social studies program. Objectives, examples, and activities in five sets of skills at each of the separate grade levels are provided. Sections deal with map and globe skills (direction, scale, location, symbols, comparison, and inference), research and critical-thinking skills (using the library, taking notes, presenting oral reports, and writing reports), and time and spatial-relationship skills (using the calendar, the meaning of chronological order). Also included are sequential steps for accurate interpretation and construction of tables and graphs, activities designed to develop skills in interpersonal relations and group participation, and a taxonomy of various types of discussion questions and examination questions useful for developing the questioning skills of social studies teachers.

ED 102 033. *Manual of Exercises for Developing Social Studies Skills*, by Jeff Feuerman et al. Albany, N.Y.: Bureau of Elementary Curriculum Development, New York State Education Department, 1974. EDRS price: MF $0.83, PC $3.32; plus postage.

Designed to help preservice and inservice social studies teachers develop systematic ways of integrating skills and content, this manual offers a model and simple instructional exercises for the diagnostic teaching of how to investigate a cartoon. Designed mainly for use with children in grades 4-6, the material is adaptable for use at other grade levels. This document presents the first of three parts, which focuses on investigating visual devices. A model of preinstructional diagnosis and prescription and postinstructional exercises is presented which includes a series of questions, suggestions for the selection and use of visuals, suggested activities, and directions for assessing the skills developed. By adapting this model, a teacher can develop similar exercises using such other kinds of visuals as pictures, slides, graphs, tables, maps, and time lines.

ED 090 068. *Social Studies Outline, Suggested for First, Second, and Third Years (K-2)*, by Jayne Brown et al. Lincoln, Neb.: Lincoln Public Schools, 1973. EDRS price: MF $0.83, PC $3.32; plus postage.

The suggested first-, second-, and third-year social studies program described in this outline provides opportunities for teachers to involve public school students in Lincoln, Nebraska, in exploring the plurality of our society and, specifically, ethnic minority groups in the United States. The activities involve students in value clarification, explanation of feelings, conflict resolution, group experience, decision making, generalizing, hypothesizing, concept formation, and application. The outline presents the rationale, goals, and materials for the first three years of the social studies program on respective topics of self, family, and neighborhood. The knowledge, attitudinal, and skills aspects at each level are delineated. The materials sections contain simple, basic bibliographies (requiring supplementation by teachers) in the areas of media, field trips, and community resources. A list of

skills applied in social studies is appended with a skill-development sequence which lists skills and the levels at which they are introduced, developed, or extended.

ED 073 984. *Skill Development--Maps and Globes* (Social Studies for the Elementary School, Proficiency Module), by M.L. Hawkins. Athens, Ga.: Department of Social Science Education, University of Georgia, 1972. EDRS price: MF $0.83, PC $3.32; plus postage. Also available from Department of Elementary Education, 425 Aderhold, University of Georgia, Athens, Ga. 30602 ($0.80).

This teacher proficiency module is composed of a sequence of activities designed to develop competencies in writing lesson plans for teaching social studies skills in primary and intermediate grades. Four skills that are a major responsibility of social studies teachers are noted: reading social studies materials, applying problem-solving and critical-thinking skills to social studies, interpreting maps and globes, and understanding time and chronology. Guidelines drawn from research on how skills are learned are set forth, and basic tasks for the teacher of skills are summarized. Part 2 of the document presents a case study of the development of map and globe skills in elementary grades which can be used as a model for the study of social studies skill development.

Secondary (7-12)

ED 177 070. *Linkage Manual 5, Social Studies 2.* New York: New York City Board of Education, 1978. EDRS price: MF $0.83, PC $9.32; plus postage.

This linkage manual presents social studies material that bonds logical-thinking skills and reading skills with social studies content. It presents 17 sample lessons covering phases in the development of civilization from prehistoric man to the discovery and colonization of the Americas. The suggested activities involve senior high school students in locating answers, using charts and diagrams, writing brief answers to questions based on reading in the lessons, drawing time lines, listing sequences of events, participating in educational games, and matching ideas with clues presented in the lessons. For each lesson, the following information is presented: a social studies objective; a reading objective; background information involving illustrations, maps, and questions; vocabulary development exercises; silent reading suggestions; and reading and social studies questions.

ED 170 188. *Selected Social Studies Skills: 88 Reinforcement Lessons for Secondary Students,* edited by Stuart Stockhaus. Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1979. EDRS price: MF $0.83, PC $16.82; plus postage. Also available from Social Science Education Consortium, 855 Broadway, Boulder, Colo. 80302 ($15.00).

This looseleaf-bound workbook contains masters of 88 lessons designed by classroom teachers to help junior high school students reinforce social studies skills. The lessons are organized into four main skill areas: using reference aids; understanding tables, graphs, and cartoons; developing geographic skills; and evaluating information. For each skill area, information is presented about general objectives, skill categories, vocabulary, and materials. The lessons can be used in any sequence and in a wide variety of courses and grade-level settings. The activities require students to fill in blanks; analyze readings; discuss issues in class; answer questions about graphs, charts, and tables; and interpret tables of contents and other reference aids.

ED 164 372. "Questions Social Studies Students Ask: Report and Guide," by the North Montgomery Community School Corporation, Linden, Ind. (Paper presented at annual meeting of the National Council for the Social Studies, Houston, November 22-25, 1978.) EDRS price: MF $0.83; plus postage. Paper copy not available.

This document contains a research report and a teacher's guide about the importance of questioning in children's education. The report identifies four basic types of questions: evaluative, which involve making judgments; divergent, which involve prediction or hypothesis; convergent, which involve explanation or comparison; and cognitive-memory, which involve recall. Interviews with students in grades 5 through 12 revealed that students want to ask higher-level questions, but they don't--in part because of inhibition and inability to verbalize the questions. Part 2 of this document presents sample materials from the teacher's guide which suggest techniques and activities for helping teachers frame instruction that encourages students' higher-level questions in divergent and evaluative modes of thought. Three general types of activities are identified which emphasize student awareness, instructional level, and skill practice.

ED 162 926. *Teaching and Learning Basic Social Studies Skills, Grades 7-12* (Teacher and Pupil Resource Materials no. 311), by Emily Flowers. Cincinnati: Department of Curriculum and Instruction, Cincinnati Public Schools, 1978. EDRS price: MF $0.83; plus postage. Paper copy available only from Cincinnati Public Schools, 230 E. Ninth St., Cincinnati, Ohio 45202 ($2.50).

This manual contains 56 teacher-developed activities which can be used in social studies courses to improve students' basic skills. The activities teach location and map skills, writing and study skills, time skills, and thinking skills. Students also learn how to use reference books and how to read and interpret charts and graphs. Each activity is self-contained, includes concise background explanatory material for the students to read, and provides practice material. The activities involve students in using a sample entry from a dictionary, outlining parts of a social studies text, summarizing map keys, and writing essays about teenage problems. Pre- and post-test questions for all activities are included.

ED 157 817. *Bringing Energy to the People: Washington, D.C., and Ghana, Grades 6, 7* (Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy). Washington, D.C.: National Science Teachers Association, 1978. EDRS price: MF $0.83; plus postage. Paper copy available only from U.S. Department of Energy, Technical Information Office, P.O. Box 62, Oak Ridge, Tenn. 37830 (free).

This instructional unit contains four classroom lessons dealing with energy for use in grades 6 and 7. The overall objective is to provide students with a comparative overview of two basic energy concepts: that energy is a basic need in all cultures and that energy use affects the way people live. In the lessons students compare Accra, Ghana, with the Washington, D.C., area in terms of climate, geographic location, energy dependence, and services. They construct climagraphs, analyze and interpret fact sheet maps and bar graphs, answer questions about highway and road maps, and examine case studies. Map and globe skills and graph interpretation are emphasized. Each lesson contains complete teacher and student materials.

ED 153 926. *Teaching About U.S. History: A Comprehensive Approach, 33 Activities* (History Series, vol. 2), by Gary R. Smith. Denver: Center for Teaching International Relations, 1978. EDRS price: MF $0.83; plus postage. Paper copy available only from Materials Distribution, Center for Teaching International Relations, University of Denver, Denver, Colo. 80208 ($6.00).

This book contains 33 supplementary activities on U.S. history. Although the activities were written for junior and senior high school students, most are adaptable for use with elementary school students. The activities attempt to develop skills in three areas: (1) collecting, analyzing, and evaluating data; hypothesizing; and decision making; (2) assessing, examining, verbalizing, and acting on values; and (3) knowledge about U.S. history. Sections contain lessons linking personal and family histories to U.S. history, puritanism, nationalism, immigration, imperialism, and the American Revolution; such basic social studies skills as interpretation of data, citizenship, and map use; the United States as a multicultural society; and U.S. and world history as related to current issues. Teaching strategies include discovery learning, discussion, data collection, interviews, use of community resources, decision-making games, pictorial-data analysis, role play, and surveys of attitudes about the United States in the community. Complete student and teacher materials are included for each activity.

ED 147 228. *Mortality American Style: A Tale of Two States. An Inquiry Teaching Module and Interchange.* Population Education Newsletter 6, no. 5 (November 1977). Washington, D.C.: Population Reference Bureau, 1977. EDRS price: MF $0.83, PC $3.32; plus postage.

In this self-contained inquiry module, secondary or college-level students analyze demographic data to explain the differences in mortality rates in Nevada and Utah. The module is intended to help students translate and interpret demographic tables and charts; form and test hypotheses to explain demographic phenomena; identify social, economic, and demographic variables that affect mortality; draw conclusions about the effects of life style on mortality; and design original strategies for changing life styles so as to increase life expectancy. The November 1977 issue of *Interchange*, which discusses the topic under study, is included with the module.

ED 141 248. *Teaching Social Studies Skills*, edited by Jerry C. Long. Little Rock: Arkansas Department of Education, 1977. EDRS price: MF $0.83, PC $4.82; plus postage.

Suggestions and learning activities designed to help secondary students learn social studies skills are contained in this document. Five selected skill-development areas are discussed; for each area, a number of learning activities are provided to implement the strategy. The five skill areas are (1) evaluating sources, discerning between fact and opinion, and understanding the differences between primary and secondary sources, (2) finding information through library skills and oral interviews, (3) classifying data using various types of charts and graphs, (4) developing map skills, and (5) understanding time concepts.

ED 106 174. "A Model to Create Instructional Activities Intended to Develop Student Concept Learning and Problem Solving Skills: A Modification of Gagne's 'Conditions of Learning' for Social Studies Instruction," by Robert J. Stahl et al. (Paper presented at the annual meeting of the American Educational Research Association, Washington, March 31, 1975.) EDRS price: MF $0.83; plus postage. Paper available.

In this paper, Robert Gagne's model, as presented in *The Conditions of Learning* (1970), is modified, extended, and used to form a model applicable to planning and teaching conceptually based social studies content and logical procedures of social inquiry. The model can be used to develop planning procedures and to sequence instructional activities consistent with attaining complex levels of student learning. Sample activities are provided for each of the five levels of learning: verbal association, discrimination learning, concept learning, rule learning, and problem solving. Social studies teachers and supervisors from three Florida counties found this model to be a useful construct for teachers who desire ways of teaching concepts and problem-solving skills in intermediate and secondary social studies classrooms.

ED 102 034. *Valuing Exercises for the Middle School* (Resource Monograph no. 11), by J. Doyle Casteel et al. Gainesville, Fla.: P.K. Yonge Laboratory School, University of Florida, 1974. EDRS price: MF $0.83, PC $3.32; plus postage.

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One of the major goals of the middle school is to help students gain and refine skills in the area of values clarification. One way of achieving this goal is to plan and assign value sheets (carefully planned and written activities designed to elicit value-clarification patterns of language usage from students). Six different formats are presented here: the standard format, the forced-choice format, the affirmative format, the rank-order format, the classification format, and the criterion format. Each sample value sheet is designed to be used with a social studies unit focusing on the Bill of Rights, the topic of justice, or the concept of due process. Teacher preparation, social and scientific context, and discussion starter questions are presented for each value sheet.

ED 068 412. *Social Studies and the Volunteer* (first draft). Oklahoma City: Oklahoma City Public School System, 1971. EDRS price: MF $0.83, PC $3.32; plus postage.

Five units, designed as tools and guides for volunteers assisting students and teachers in skill development, are presented in this manual, which is focused on "instructional reenforcement" in the social studies classroom. Unit topics include ideas for developing group dynamic skills in an inquiry-centered classroom, suggestions for discussion group leaders, and two ninth-grade history lesson plans on discovery process; ways in which a teacher aide can assist the teacher and students in locating, gathering, organizing, and evaluating information on a social studies topic; learning activities with which the volunteer may aid students in developing critical-thinking skills; ways to organize information; and the use of the paraprofessional as a research assistant.

ED 066 412. *Junior High School Social Studies Program: Curriculum Guide 1971-72*. Anchorage: Anchorage Borough School District, 1971. EDRS price: MF $0.83, PC $3.32; plus postage.

New approaches in the junior high social studies classroom are provided in this curriculum-guide framework. Emphasis is upon the use of activities to help students become informed citizens, understand and have empathy for others, and organize and analyze knowledge. Interdisciplinary social studies are organized around substantive and methodological concepts. Such social studies skills as locating and gathering information, problem solving and critical thinking, using maps and globes, and interpersonal and group relations are emphasized.